|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| + 14  - 9 | + 13  - 9 | + 11  - 3 | + 12  - 8 | + 14  - 6 |
| + 17  - 8 | + 15  - 9 | + 15  - 8 | + 13  - 4 | + 18  - 9 |
| + 14  - 6 | + 13  - 4 | + 15  - 6 | + 17  - 9 | + 16  - 8 |
| + 16  - 9 | + 19  - 9 | + 11  - 9 | + 11  - 3 | + 13  - 8 |
| + 14  Item 21: 2 min 2 pts \_\_\_\_\_ (22-25) 1 pt \_\_\_\_\_ (19-21) ½ pt \_\_\_\_\_ (17-18)  - 8 | + 12  - 4 | + 13  - 5 | + 14  - 9 | x 12  - 3 |

Name 2.OA.2

Subtract.

|  |
| --- |
| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |